Mr. Biehn’s

Piano Lab Lesson Plan

4ths and 5ths (Jingle Bells)

**Introduction**

The class has been playing on the Piano for quite some time in the beginning of the new block class, and has been doing many exercises dealing with the white keys only and basic quarter, half, whole notes and rests. They have been steadily moving along in the book doing roughly 2 pages a week, with some theory sheets, and having verbal quizzes and playing tests each week. The past week, they have been playing 2nd and 3rd intervals melodically and harmonically and then were introduced to 4ths and 5ths melodically. The classes know the difference between melodic and harmonic. Most of the students are in there because they could not read music and could play the piano, or they could not read or play the piano.

**Purpose**

The purpose of this lesson is to get the students to play the song “Jingle Bells” using 4th and 5th intervals harmonically after they have been given the chance to play 4ths and 5ths melodically. They will also do the exercise before the song. The song has both melodic and harmonic intervals but they are separated by the right and left hands.

**Standards**

1.1.2.B.3- Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements),and identify rhythmic notation up to eighth notes and rests.

1.1.2.B.1- Explore the [elements of music](http://www.njcccs.org/search.aspx) through verbal and written responses to diverse aural prompts and printed scores.

1.1.5.B.1- Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to [ear training and listening skill](http://www.njcccs.org/search.aspx), and temporal spatial reasoning ability is connected to listening skill.

1.1.12.B.1- Examine how aspects of meter, rhythm, tonality, intervals, and harmonic progressions are organized and manipulated to establish unity and variety in a piece of music or exercise.

**Objectives**

* Students will be able to play the instruments with some sense of care and should not have a want for breaking them.
* Students will be able to use the exercises from the previous lesson to guide them into using 4ths and 5ths harmonically.
* Students will be able to start practicing the “Jingle Bells” song and be able to play at least the first 4 measures by the end of class with practice.
* Students will be able to put both fingers down at the same time for the left hand harmonic intervals and not have too much flam or grace note effect.
* Students will be able to follow the directions and the instructions given and follow along with the discussion about the assignments and the playing through the headphones.
* Students will be able to play the exercises after the song with more ease than the song itself.

**Materials**

* Pianos (10)
* Theory Book 1 (per student)
* Lesson Book 1 (per student)
* Audio Box to let students hear what you are playing/speaking
* Chalk Board
* Chalk
* Headphones per student and teacher

**Sequence**

10 minutes

Students will come into class and sit down at their regular piano and grab their books and start to practice or warm their fingers up. They should be practicing the old lesson with 4ths and 5ths melodically. After a few minutes, plus taking attendance, the teacher will start the discussion about the 4ths and 5ths harmonically. The teacher needs to make sure each student can hear them speak through the headset and hear them play on the piano so that they get a feel for the tempo, how it sounds, and which part they are going over in the book as they follow along. First the teacher will explain that they are doing the same thing as they did for the 2nds and 3rds harmonically, but this time they will be doing it melodic in one hand and harmonic in the other. First, the teacher will go over the exercise on page 24 in the Lesson Book 1. Next, they will skip to the exercises on page 25 and go through them, explaining that the top exercise is melodic and the bottom one is harmonic. After that and the teacher can see that they are following and understand the material, they will play through and explain the “Jingle Bells” piece. The right hand is melodic intervals and the left hand is harmonic intervals minus a few measures where there is only one note. The teacher will also note that the piece is straight and note the same rhythm that they are familiar with for the song. They must play how it is written especially for their playing test. After the playing portion has been explained, the teacher will assign the Theory Book 1 page 23 which involves 4ths and 5ths and determining which one it is and writing it on the sheet in their own book. It will be graded the following day.

10-20 minutes

Once all of the playing demos have been run through, the theory assignment has been explained, and the students seemed to have a want for moving on and trying it for themselves, the teacher will tell them to practice the material as they walk around to check up on them or answer questions they may have. The teacher should notice any potential problems with finger placement, wrong notes, wrong rhythms, etc. and try to guide them in the right direction and help them fix it. This process of practice will take most of the time, since they need to practice as much as possible to prepare for the playing test. They will also have the opportunity to finish the theory assignment.

**Assessment**

* Seeing if the students follow along with the information/discussion about 4ths and 5ths harmonically and melodically while being played and explained in the theory and lesson books.
* Seeing if the students play the rhythms, notes, hand position, right the correct answers in the theory, and move through all of the exercises and the “Jingle Bells” song.
* Seeing if the students get the first 4 measures of the “Jingle Bells” and are ready to grasp most of the piece.